

OFFICE
ON THE
STATUS OF WOMEN

END OF MANDATE
REPORT

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CONCORDIA
UNIVERSITY



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I. INTRODUCTION

The following report, requested by Rector P. Kenniff, concerns the mandate renewal of Concordia's Committee on the Status of Women (CCSW) and its Advisor. The report was developed collectively in consultation with CCSW's Advisor, committee members and various administration, faculty, staff, and student representatives from the University community.

This report, like the committee which it reflects, is based on the underlying principle of equality for all. It is based on the belief that educational institutions, because they are at the forefront of social and intellectual innovation, play a fundamental role in shaping society.

And society is changing. Traditional structures designed to address the needs of men to the exclusion of women, or whites to the exclusion of visible minorities are no longer operable in the "Information Age". In response to this change it is incumbent, therefore, upon institutions of higher education to analyze the status of women within their own organizations and implement measures to successfully eliminate both systemic and individual discrimination. In order to address the problem of gender discrimination, universities must, however, be willing to accept fundamental changes in philosophy, operation and function.

Concordia took up this challenge to change when it accepted the responsibility to rectify gender inequities within the University community by establishing the Committee on the Status of Women. Here once again, Concordia University proved to be on the cutting edge of Canadian higher education. Concordia is only the second university in Québec and one of the few across Canada with a senior staff position to address the needs of women within the University community. Those institutions which have established such positions (the University of Toronto; Laval, York and Carleton Universities) have recognized and responded to the needs of women within their communities by renewing and extending the original mandates of these advisors.

This has occurred even as the institutions themselves face the hardships of economic restraint not only because selective government initiatives in Ontario and Québec continue to provide policies on and funding for employment equity in higher education, but also because educational institutions can no longer afford to continue ignoring issues of special concern to women. The advisory positions have been maintained because they serve institutional needs by assisting the universities in trying to eradicate gender inequality within their midst.

Concordia established the Committee on the Status of Women and its Advisory position because it recognized that there was a need to seriously address the problems facing women within the University community.

The 1982 Report on the Status of Women at Concordia University, Weaving the Fabric for the Future, which explored the problem of gender inequality within the University community, recommended, among other things, that the University establish a senior administrative position of Associate Vice-Rector for the Status of Women. In 1984, Concordia's Board of Governors approved, for an initial three year period, the establishment of a Rector's Committee on the Status of Women and a position of Advisor to the Rector. In October of 1985, the Advisor took office on a two-year mandate, and shortly afterwards the Committee was formed.

Establishing the Committee on the Status of Women and the special position of Advisor to the Rector was the most important measure taken by Concordia to coordinate and promote activities and resources designed to help eradicate institutional and academic inequalities within the University. This response on the part of Concordia to the problems of gender inequity was a significant first step, but there is a long way to go.

Over the past eighteen months, both within and outside the University, the Committee on the Status of Women has generated and facilitated, through its numerous activities, a growing awareness of the concerns of women. And the University community, at all levels, is slowly beginning to respond as demonstrated by such action as the employment equity policy, the academic equity guidelines, the attention given to inclusive language, and other activities outlined in the following report. But we are only just now in the nascent stage of establishing structures of organization and consciousness to tackle the ingrained and complex social ill, sexism.

The interest and support of the Rector and some senior administrators have allowed the Office on the Status of Women to begin to effectively address the conditions affecting women at Concordia. The presence of this Office, combined with the efforts of many other groups committed to the equality of all members of the University community and a growing social and political recognition of women's issues, have helped to keep women's concerns alive within the administration and the community and to progress the cause of equality for all.

Such progress is, in many ways, a direct result of the goodwill of certain individuals in positions of authority at Concordia. Among other things, there remains a serious need to reinforce and formalize these efforts through legislation and to continue a concerted educational programme at all levels of the University structure and with all constituents in order to ensure a deeper comprehension of the issues and a stronger willingness to act on them.

Indeed, we are a long way from achieving our goal of equality. Much, much more needs to be done.

For this reason, it is imperative that the mandate for the Office on the Status of Women be renewed for a 5 year period. It is the primary institutionally sanctioned entity within the University's administrative structure specifically designed to address university women's concerns and to handle issues of gender in employment, curriculum and treatment. And as such, it provides an invaluable service to Concordia in its continuing search for organizational and academic excellence.

This report looks at the background, the issues of concern and the organizational structure (including action to date and strategies for change) of Concordia's Office on the Status of Women.

II. BACKGROUND

- 1961 Canadian Association of University Teachers (CAUT) adopts a resolution favouring equal pay for work of equal value
- 1965 CAUT establishes committee to study the status of women at Canadian universities
- 1970 Canadian Royal Commission on the Status of Women
- 1975 International Women's Year
- 1975 York University appoints Advisor to the President on the Status of Women
- 1977 Canadian Human Rights Commission forbids discrimination on the basis of sex and ensures equal pay for work of equal value
- 1977 Association of Universities and Colleges of Canada publish "Women and Universities" including recommendations on teaching, employment, role models, etc.
- 1978 Le Conseil du Statut de la Femme du Québec publishes "Pour les québécoises: égalité et indépendance"
- 1978 Simone de Beauvoir Institute founded at Concordia University to promote the understanding of the history and contemporary situation of women in society
- 1981 Université Laval's Board of Governors appoints a "Coordonnatrice à la condition féminine" for an initial 3-year mandate
- April 1981 Concordia Committee on the Status of Women established by Rector J. O'Brien to consider and recommend ways of improving conditions for women students, staff and faculty at Concordia
- 1982 Québec Human Rights Charter amended to allow for affirmative action programmes

- 1982 CAUT first Status of Women Workshop
- Nov. 1982 "Weaving the Fabric for the Future" makes 67 recommendations to the Concordia Board of Governors including the creation of an Associate Vice-Rector for the Status of Women
- 1983 Carleton University establishes position of Co-ordinator for the Status of Women
- June 1984 Concordia University participates in Comité de concertation MEQ/Universités sur la condition féminine which tables report recommending among other items, that rectors reaffirm commitment to status of women, set up action plan, provide financial support and create infrastructure to address issues
- Dec. 1984 Rector P. Kenniff's report to the Board of Governors regarding Committee and Advisor on the Status of Women approved with budget allocation for a three-year term
- Feb. 1985 Call for nominations to the Committee on the Status of Women
- Sept. 1985 Québec Human Rights Commission implements affirmative action guidelines regarding employment, educational, health and other public services
- Oct. 1985 Advisor to the Rector on the Status of Women appointed a two-year term; Committee of 9 representatives appointed by Rector
- Nov. 1985 First meeting of Concordia Committee on the Status of Women
- Sept. 1986 Employment Equity Policy approved unanimously by Concordia Board of Governors
- Feb. 1987 Ministère de l'enseignement supérieur et de la science announces funding programme for affirmative action programmes

III. ISSUES

a) GOAL:

As an employer, educator and community, the University must provide a supportive climate to all members and ensure the elimination of all discrimination, whether individual or systemic. The Office on the Status of Women must therefore act as a catalyst for change at both the policy and the grassroots levels through the identification and clarification of issues by qualitative and quantitative research, through education, programming and advocacy.

b) HIGHLIGHTS OF ACTION TO DATE:

The Office on the Status of Women has, over the past 18 months, been directly involved with many issues and has acted in conjunction with and in support of various University departments and groups working to rectify systems resulting in the discrimination of women.

In the area of employment, an employment equity policy, developed by a working group of the Status of Women Committee was unanimously approved by the Board of Governors. Vice-Rector M. Cohen has been appointed responsible for the dossier. Funding has been received from the Ministère de l'Enseignement supérieur et la Science for an employment equity officer responsible for the implementation of this important policy. (See Appendix A - Employment Equity Policy) This position is presently being filled. Certain academic departments have taken the initiative to place a priority on the hiring of female faculty members. Data collection has just begun on the status of female staff members at Concordia. (See Appendix B - Gender Distribution of Faculty).

Networking and programming were initiated to encourage the professional development of women staff members. A comprehensive bibliography, developed by the Professional Development Group, is included in their final report (see Appendix F - Professional Development Committee Report)

Guidelines for Academic Equity, a report aimed at improving curriculum and teaching, developed by the Curriculum Working Group, was approved by the Academic Programmes Committee and directed to each faculty for implementation. (See Appendix C - Guidelines for Academic Equity) Additional efforts in relation to academic equity include 1) the development of questions on discrimination to be included in course evaluations, 2) an article on academic equity in the Learning Development Office Newsletter provided directly to faculty members, 3) government funding awarded for a video project to address the effects of sexism in the classroom, 4) presentations by the Advisor on the invitation of various faculties and departments to address equity issues.

To certain service areas such as Health, Guidance, Services to Disabled Students, Ombuds. Office and CUSA, the Office on the Status of Women also extended its support and resources in their continued interest in the well-being of women in the community. Significant and progressive changes in many areas have taken place. The Department of Recreation, Fitness and Athletics should be highlighted for the priority placed on women's programming and its successful efforts to increase the representation of women administrators in this traditionally male-dominated field. This can only be recognized as an optimistic demonstration of a new vision.

Problems of sexual harassment on campus have, over the past two years, been seriously addressed through policies, education and action initiated by this office and its Sexual Harassment working group. The effectiveness of these efforts has been demonstrated by an increase in the number of reported complaints and a general awareness and responsiveness of the community to the elimination of sexual harassment at Concordia. Concordia will sponsor a national conference on sexual harassment in November 1987.

Various University services are also taking a serious look at security issues. As a result of a direct request from the Concordia Security Office, a training programme for security guards on dealing with sexual assault victims is being developed by the Status of Women Office.

The question of gender inclusive language has been considered over the past two years and major attempts are being made to re-write all documents eliminating sexist or exclusive language. Concordia is the first Québec university to sign a collective agreement with its faculty association which is written completely in inclusive language in both French and English.

A greater understanding and supportive coverage of issues and events related to women has been demonstrated in University publications and student media. (See Appendix D - Issues - Specific Action 1985-87)

For a more complete list of activities, see Appendix D - Issues - Specific Action 1985-87.

c) STRATEGIES FOR CHANGE:

The University As Employer

| | |
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| ISSUE AREA: | EMPLOYMENT |
| OBJECTIVE: | To guarantee that Concordia University's recruitment, hiring and promotion practices and its salary scales, benefits and work environment are free of systemic or evidential discrimination. Concordia must ensure complete implementation and monitoring of its Employment Equity Policy approved in September 1986. |
| RATIONALE: | Traditional recruitment, hiring and promotion practices have often left women underemployed, ghettoized in traditionally "female" positions or blocked from advancement past a certain level. Women from visible minorities suffer double discrimination in the hiring process. For numerous reasons, and despite government legislation, women's salaries have remained substantially lower than men's in all job categories. |
| | The limited presence of women in full-time faculty and upper administrative positions limits not only the University's most effective use of all available human resources but, of equal importance, undermines the University's ability, as an educational institution, to adequately prepare its students for life in a changing reality. |
| PROPOSED ACTION: | <p>The Office on the Status of Women will:</p> <ul style="list-style-type: none">- consult with the Vice-Rector, Institutional Relations and Finance and with the Department of Human Resources on the implementation of the Employment Equity policy.- participate in the hiring of an Employment Equity Officer whose mandate will include:<ul style="list-style-type: none">. issues of recruitment, hiring, promotion, salaries and benefits for all full and part-time employees and with a special emphasis on the needs of visible minority women; |

- . chairing of an advisory committee on employment equity (Human Resources, Status of Women, Institutional Research, CUNASA, CUFA, etc.);
- . development of an educational programme to sensitize the University to employment equity;
- . review of needs;
- . collection and analysis of statistical data regarding gender distribution of employees within the University and of the labour force outside;
- . review of hiring and promotion procedures;
- . recommendations to Vice-Rector concerning measures required to rectify inequities, a timetable for action and a monitoring mechanism;
- . implementation of recommended action.

The Status of Women Office will collaborate closely with the Employment Equity Officer, acting as a resource and assisting, when requested, in any phase of implementation especially in the education, recommendation and monitoring stages.

The Office on the Status of Women will participate directly in an evaluation of the position of employment equity officer at the end of the six-month period of funding.

If required, the Office on the Status of Women will solicit support for an extension of the mandate of the Employment Equity Officer.

FOCUS:

Specific actions to be considered by the Employment Equity Officer in conjunction with the Department of Human Resources and the Office on the Status of Women:

Hiring:

- analysis of gender distribution in hiring committees and development of policy to address problem of non-representation;

- interviews to include questions on the candidates' understanding of and commitment to Concordia's stand on equality;
- Hiring Manual presently being prepared by the Office on the Status of Women to be used as a resource by all hiring committees. This document will address the effects of subtle discrimination and will suggest alternatives to ensure bias-free hiring;
- successful candidates should receive, during their initial briefing, information on Concordia's commitment to human rights including specific guidelines on sexual harassment, services to the disabled, etc. This document is to be developed by the Office on the Status of Women in conjunction with Human Resources and relevant departments.

Professional Development: Implementation of recommendation of Status of Women Professional Development Working Group including:

- assessment by Human Resources and Office on the Status of Women of Concordia's present professional development policies and procedures and of the needs of female staff members;
- recommendations for changes made to Human Resources to include special consideration of the needs of secretarial and clerical level, internship and mentor programmes;
- establishment of a summer institute for women in university management by Office on the Status of Women, Human Resources Training Division, Department of Management and YWCA Centre for Management.

Promotion:

- analysis of promotion policies and practices to ascertain systemic discrimination;
- sensitization of managers to women's career paths;
- recommendation to Human Resources and Vice-Rector of solutions to promotional restrictions;

Salaries:

- gender based analysis of existing salary scales
- recommendations to Vice-Rector of steps necessary to redress salarial inequities (e.g. "red circling"), of monitoring system and of timetable for implementation;
- implementation of recommendations over a pre-determined period

The University as Educator

ISSUE AREA:

ACADEMIC

OBJECTIVE:

To ensure that the education process, at every level, acknowledges, where relevant, the presence, experiences, contributions and needs of women.

RATIONALE:

Research on and by women has often been marginalized and trivialized. A great many courses completely ignore the contributions of women to the field of study in question. Course examples used by professors and indeed the attitude of instructors themselves have often been found to be either subtly or overtly discriminatory. The resulting feeling of exclusion or discouragement among women students may explain the obvious decrease in the number of women students proceeding on to graduate studies.

Socialization which undermines a young woman's sense of being able to cope in the sciences, combined with an often unwelcoming climate within traditionally "male" fields of study, may also account for the limited presence of women students in these programmes.

PROPOSED ACTION:

The Office on the Status of Women will:

- work with the Vice-Rector, Academic, Associate Vice-Rectors and Deans to develop strategies which will actively address issues of academic equality and will ensure that the issue is regularly considered in the academic planning process.

FOCUS:

Specific action to be considered by the Office on the Status of Women in conjunction with the appropriate authority:

Curriculum:

- development and implementation of academic equity policy by Senate and CUFA, to include monitoring mechanism;
- pilot projects financed by Vice-Rector and developed by the Office on the Status of Women and faculty status of women committees to provide materials to assist departments and professors to better balance their curriculum where possible;

- special attention to be given to the role of women of colour or the differently-abled in course content;
- inclusion on course evaluations of questions on discrimination in the classroom (either in course content or attitude of the professor);
- on-going evaluation of language in course titles and descriptions;
- development and presentation by Office on the Status of Women and Learning Development Office of workshops for faculty members on women's learning styles and non-discriminatory teaching;
- video on discrimination in the classroom to be completed by Status of Women Office and presented to faculty council, departmental meetings and classes. Video and training manual to be made available through AV Resources for general distribution to the University community;

Graduate Studies: with the Division of Graduate Studies and WIGS undertake:

- analysis of the results of the GSA survey of women graduate students;
- development of strategies to encourage women to proceed to graduate studies. These to address such issues as climate, financial support, childcare and mentors;
- continuation of an educational programme to sensitize the University community to the needs of women in graduate studies.

Non-traditional fields of study for women:

- comparative analysis of the situation of women students in non-traditional departments (i.e. engineering, geology);
- with identified departments, the development of mechanisms to increase the presence of women students and to encourage their continued studies in the area;

- evaluation and monitoring of the climate in non-traditional departments and recommendations to Deans on appropriate remedial measures to ensure that all students feel welcome and encouraged to participate equally;
- development of counselling strategies with academic and guidance counsellors to encourage students to enter non-traditional fields;
- development of resources to encourage high school and CEGEP students to consider non-traditional programmes of study.

Re-entry Women:

- an analysis of the situation of re-entry women who have returned to university and of those wishing to undertake studies in order to ascertain their specific needs and to develop appropriate action based on the findings. This analysis to include special attention to the needs of black and immigrant women;
- with the Centre for Mature Students and the Guidance Office, development of workshops to ensure that mature women are offered the encouragement, support and basic skills required to pursue their academic careers.

Research:

- development of strategies to underline the importance of research on and by women;
- analysis and dissemination of information on funds available to women researchers and on those available for work on women's issues;
- workshops for women on the development of funding proposals to be presented by Research Office;
- distribution of resource information on women's research (i.e. "On the Treatment of Women in Research");
- publication of guidelines for non-sexist grant submissions and monitoring of all applications submitted through Research Office.

Statistics:

- in order to assist in analysis of the University's response to the academic needs of women, gender based statistics must be kept on student admissions, withdrawals, transfers, failures and graduates.

Women's Studies:

- support must be provided to the Simone de Beauvoir Institute in its efforts to expand the women's studies programme University-wide and to the graduate level.

The University as Community:

ISSUE AREA:

SERVICES

OBJECTIVE:

To ensure that all service departments provide programming and resources relevant to the specific needs of all members of their community, with special attention being given to issues affecting women, including immigrants and those from visible minorities.

RATIONALE:

University services have developed over the years in response to a more traditional clientele than the one they are now serving. The changing demographics of student and staff populations underline a need for a re-analysis and planning to identify and respond to the evolving needs of the community.

PROPOSED ACTION:

The Status of Women Office must:

- work directly with the Vice-Rector, Services and with the directors of all service areas to formulate internal reviews which will determine whether and how services to women should be improved;
- ensure that action taken as a result of such analysis be regularly monitored;
- assist in efforts to include the on-going needs of women in all future planning.

FOCUS:

Specific action to be considered by departments in question with the assistance and support of the Office on the Status of Women:

Athletics:

- the University's commitment to women in fitness, recreation and athletics must be sustained and include equal opportunity for participation of all women on both campuses;
- internship programmes need to be developed;
- special needs of mature and disadvantaged women must be addressed;

Campus Ministry:

- provision of female chaplains must be guaranteed as well as continual dialogue on the role of women in religion/spirituality.

Financial Aid:

- comparative study of the financial situation of male and female students (full and part-time);
- analysis of current distribution of funds in order to highlight any inadequacies inherent in the system;
- special fund-raising to be undertaken to develop scholarships and awards for women, especially mature women, women in non-traditional disciplines, immigrant, visible minority and disadvantaged women, female international students;
- increased publicity on the availability of funding to women students;
- policy must be developed and implemented to ensure that all committees dealing with financial assistance (policy, distribution, etc.) be gender balanced.

Guidance:

- development of an on-going training programme on counselling techniques specific to women's needs including special attention to immigrant, visible minority women and female international students;
- mechanisms to assist all counsellors in promoting women's interest in non-traditional fields of study;
- an increase in resources and training opportunities for women students.

Health Services:

- continued efforts to address the physical and mental health needs of women students, faculty and staff must be encouraged and supported;

International Students:

- analysis of the needs of female international students;
- development of programmes to ensure that the needs of female international students are addressed as a separate issue in orientations, re-entry training, sensitization of the University community;

- development of support groups for female international students;
- encouragement of the admission of women students from developing countries perhaps through priorities placed on this area in all contracted services;
- solicitation of funding for female international students.

Residence:

- inclusion in training for R.A.'s of issues of sexual harassment and assault;
- development of women's support group in residence.

Services to the Disabled:

- specific needs of disabled women students to be analysed and action taken to ensure adequate response;
- sensitization of the community.

Statistics:

- in order to assist with an analysis of the University's response to the service needs of women, gender based statistics must be kept by all service areas.

Student Development:

- efforts must be made by student association and the Dean of Students Office to ensure that opportunities for development are provided to women students. This may include development of internship programmes, leadership training courses.

Women's Centre:

- funding and support must be guaranteed from all levels of the University community for central resource and referral centre serving women staff, faculty and students;
- Status of Women Office must participate in the Steering Committee of this operation and offer its complete support.

ISSUE AREA:

CHILDCARE

OBJECTIVE:

To ensure that adequate, high-quality childcare is available to all members of the Concordia community.

RATIONALE:

Students or employees with family commitments are often handicapped in their ability to participate fully in the community by the lack of availability or the financial burden of adequate childcare. The University as a community must accept the responsibility for childcare and ensure that no individual is held back from professional or academic advancement because of their family responsibilities.

PROPOSED ACTION:

The Office on the Status of Women must:

- offer its support and resources to existing childcare facilities on campus;
- work to ensure the establishment of the Loyola campus facility by membership in the board of directors;
- undertake an analysis of the existing childcare needs of the University with special attention given to the need for special programmes (e.g. drop-in, evening, babies, etc.);
- develop recommendations to the appropriate authority for alternative facilities and programmes to assist students, faculty and staff with a special emphasis on the needs of women in "lower status" positions, single parents and the economically disadvantaged.

ISSUE AREA:

LANGUAGE

OBJECTIVE:

To ensure that all internal and external communication by the University be free of exclusive or discriminatory language.

RATIONALE:

Language must evolve to adequately represent the reality of the present social context. Just as our community no longer supports the use of racist language, neither should it promote sexist attitudes. Research has shown that exclusive, or what is more commonly called "sexist" language, is not only discriminatory but can indeed be harmful to

the perception of women and their roles in society.

PROPOSED ACTION:

The Office on the Status of Women must:

- work with the appropriate authorities and departments to set up and implement a University-wide language policy;
- develop guidelines on inclusive language to be followed by all University departments;
- develop an educational programme to sensitize the University community to importance of inclusive language;
- develop and implement mechanisms to monitor University publications.

ISSUE AREA:

MEDIA

OBJECTIVE:

To ensure that Concordia's media organs give fair and equal consideration to issues affecting women students, staff and faculty and that they act as responsible allies in issues of gender equality.

RATIONALE:

The media are strong educational tools and the barometers of the attitudes of the institution they represent. Concordia's newspapers, radio and magazines must adequately project the commitment of the institution to equality and encourage an appreciation of the changing role of women in society.

PROPOSED ACTION:

The Office on the Status of Women must:

- provide information and articles to the University's media;
- act as a resource to the University media on women's issues;
- encourage the involvement of the University's media in programmes related to women's issues;
- monitor the University media to ensure that the articles and language used within adequately represent Concordia's commitment to equality.

ISSUE AREA: SAFETY AND SECURITY

OBJECTIVE: To ensure that women in the Concordia community may work and study in an environment free of violence.

RATIONALE: Incidents of violence and abuse, on the increase in recent years, affect a disproportionate amount of women. As a community, the University must work actively to provide a violence-free environment.

PROPOSED ACTION: In conjunction with the Security Department and other related departments, the Office on the Status of Women must:

- provide information on safety and security issues to members of the Concordia community (i.e. Safety Map being developed by the Office on the Status of Women);
- develop a training and information programme on sexual assault for the Security staff to be implemented on an on-going basis;
- monitor conditions affecting the safety of women members of the community and initiate action when required;
- improve preventative measures such as increased lighting on the Loyola campus and additional emergency phones.

ISSUE AREA: SEXUAL HARASSMENT

OBJECTIVE: To ensure that the University take action to eradicate sexual harassment in the classroom, the workplace and the community.

RATIONALE: Sexual harassment is discrimination based on sex and has been defined as a work-related injury by the Québec government. Acknowledged as a serious problem in educational institutions and in the workplace, it violates basic human rights, personal dignity and integrity. It can destroy an academic or professional career. Sexual harassment must be seen to include "generalized" harassment (i.e. discriminatory action based on gender).

PROPOSED ACTION:

The Office on the Status of Women must:

- work with the Vice-Rector, Institutional Relations and Finance to re-affirm Concordia's commitment to the eradication of sexual harassment through the establishment of a part-time position with a mandate that will include:
 - . setting up and chairing of a committee to review existing policies and procedures on sexual harassment and to make recommendations for changes to the Vice-Rector;
 - . development of an on-going educational programme addressed to all members of the University community;
 - . establishment of training for counsellors;
 - . co-ordination of activity by faculties;
 - . collection and analysis of data to determine the effectiveness of Concordia's response to the problem;
 - . information gathering on legal implications;
 - . resource and referral to the Vice-Rector and to the community;
 - . liaison with other educational institutions to ensure national co-ordination;
 - . participation in conferences, etc., on the issue and organization of a national conference on sexual harassment to take place at Concordia in November 1987;
 - . monitoring of Concordia community for instances of generalized harassment (i.e. abusive posters, advertisement, etc.), development of guidelines for non-sexist publicity, etc., and implementation of action in this area.

The Office on the Status of Women will collaborate closely with this person and assist in the educational programme and in the policy review process.

IV. ORGANIZATIONAL STRUCTURE

a) GOAL:

The Office on the Status of Women must be provided with the support and authority required to continue as an effective agent for change in every area of University life for all women regardless of racial or ethnic origin, age, physical ability, sexual orientation or political awareness. Its mandate must be defined by a Committee representative of the major University constituencies in consultation with the general community and the appropriate authorities and must undergo regular review and evaluation in order to ensure that it is adequately responding to the ever evolving situation at Concordia. A comprehensive role for the Status of Women Office includes research, advocacy, group/committee development, liaison, educational programming and response animation.

B) HIGHLIGHTS OF ACTION TO DATE:

The Office on the Status of Women has consisted of a representative advisory committee working in conjunction with the Advisor to the Rector on the Status of Women and a support staff made up of a part-time secretary and a part-time researcher provided by CUSA. The secretarial position has been increased to full-time for 1987-88. The commitment and support of the Rector and of certain senior administrators as well as the involvement of many individual student, staff and faculty members in working groups and activities of the office have assisted in ensuring a generally positive potential for action in certain areas. (See Appendix E - Organizational Structure)

Working groups and task forces were developed by the Status of Women Office to address sexism and gender inequalities while issue specific programming has assisted in raising the general consciousness of the University community. (See Appendix F - Reports from Working Groups)

One of the major priorities in the first year of operation was a general sensitization of the University community to the conditions affecting women in society and, more specifically, at Concordia, as outlined in the original Report on the Status of Women. Relationships were established with the major constituencies, with administrators, departments and individuals. Coordination with groups or committees addressing issues directly or partially related to women allowed for the development of specific proposals such as a Loyola daycare and a women's centre as well as for improved conditions in such areas as athletics. The Advisor on the Status of Women, conscious of the importance of information sharing with external groups, has developed contacts with and acted as a resource to community, educational, institutional and government groups working in this area.

A major tenet of the Office on the Status of Women is the imperative for each sector of the University to accept the responsibility for identifying and addressing issues relevant to women in their area. To this end, the Office has assisted in the initiation of and has offered support to other women's groups and committees. The establishment of Status of Women committees in the Faculty of Arts and Science, the Faculty of Commerce and Administration, and in the Division of Graduate Studies, due in large part to the initiatives of the Deans and following a model already established by the Faculty of Fine Arts, underline a basic comprehension of women's issues and a commitment by these faculties. CUFA has also begun to respond to the needs of its female members through a Committee on Discrimination and Harassment. (See Appendix G - Committees and Groups Addressing Status of Women Issues at Concordia)

Support for the activities of this office has been concretized through financial support for programming offered by a variety of departments. Such assistance has supplemented a contribution of programming funds from the Rector's Office and outside funding from Employment Canada. The research assistance provided by CUSA has been especially indispensable to the effective operation of the Office.

In addition to its original mandate, the Office on the Status of Women has responded to an evident need in the University community for centralized resource and referral services with a great portion of the Advisor and support staff's time being spent in this area and in the counselling of individuals faced with problems directly related to the situation of women at Concordia. In the initial stages of the Office, it was felt that such activities were important to assist in the identification of needs and in an understanding of what was occurring in the community. The overwhelming use of the Office as a resource and referral centre has emphasized the need for centralized services available to all.

The Office on the Status of Women has identified and acted upon the need for coordination of activities and information on issues affecting women at the institution.

For additional information on the organizational structure (committee membership, relationships/liaison and programming) see Appendix E.

c) STRATEGIES FOR CHANGE:

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|------------------|--|
| ISSUES: | STRUCTURE AND RESPONSIBILITY |
| OBJECTIVE: | To ensure that the Office on the Status of Women is provided with a structure, mandate, the authority and resources necessary to respond effectively and efficiently to its mandate as a catalyst for change in the University. In order to guarantee that change occurs, the Office must work toward the acceptance by all sectors of the responsibility for addressing the needs of women in their planning and decision-making processes. |
| RATIONALE: | Issues of primary importance to the University are addressed in on-going planning at the administrative level with policies translating into effective action. Such action must be based on feedback from the community regarding its specific needs. A mechanism to ensure the translation of these needs and the education required to engender a serious commitment by the University must exist. The position of Advisor to the Rectgor requires the security, authority and resources necessary to allow it to adequately respond to its mandate. The Office on the Status of Women cannot be expected to work effectively if its status is seen to be transitory with little power to demand action. |
| PROPOSED ACTION: | The University must provide the Office on the Status of Women with a five-year mandate and the resources necessary to take positive action. |
| FOCUS: | <u>Internal Office Structure:</u> The Office on the Status of Women must: <ul style="list-style-type: none">- undertake a complete review of the Office to include, among other items, analysis of its committee structure, role and appointment, the terms of appointment and review and develop recommendations to be submitted to the Rector.- develop a five-year plan for change to prioritize action to be undertaken; |

- review the office resources in light of the five-year plan and make recommendations to the appropriate authority;
- initiate working groups based on the five-year plan;
- ensure that all members of committee and working groups are provided with opportunities for development.

Relationships/Liaison:

The Office on the Status of Women will:

- assist each Vice-Rector, Associate Vice-Rector, Dean and department head to identify issues affecting women in their constituencies and to include these issues in their annual planning process with specific goals and time-tables;
- work to ensure that each sector provide financial resources for targeted action;
- identify, with the appropriate authority and constituency, areas requiring policy to ensure equality and work toward the development and implementation of such policies (i.e. language, academic equity);
- identify governing bodies and committees on which participation of a Status of Women representative would be essential (i.e. Board of Governors, Senate, CCSL, Academic Priorities Committee), analyse appropriate conditions for participation, and make recommendations to appropriate authority;
- ensure support for and coordination of communication between groups and individuals addressing women's issues on campus;
- solicit support for women-related projects and programmes;
- act as a resource to internal and external community groups, where possible, in co-sponsorship of activities which will promote issues of importance to women in the university.

V. CONCLUSION

Concordia University has taken an important step in recognizing the existence of inequality within its structures and in making a commitment to redress this injustice. The preceding chapters of this report underline the advances made, in a short period, to improve conditions for women in the institution. Progress is demonstrated by some specific policies and programmes. In a much more important way, however, there is a special ongoing educational process taking place at Concordia. This process touches not only students who are here as learners but also those whose role it is to teach and support these students. We have all become learners, especially those working in the Office on the Status of Women. Advances have been made but, most of all, we have learned that the process of change is slow.

The problems addressed by the Advisor to the Rector on the Status of Women and by those in the office or on its committees reflect deeply ingrained stereotypes about the rightful and appropriate role of women. Universities may not be responsible for creating sex-role stereotyping but may often, unfortunately, actively maintain and perpetuate such prejudices. They must now recognize and act upon the fact that such concepts are no longer appropriate to the present and future reality of society. In so doing, Concordia has accepted to counter these prejudices and promote, rather than impede, social change.

Continued action to be taken includes not only the elimination of overt, legalized and institutionalized forms of discrimination but also the development of mechanisms to counteract subtle, covert forms of injustice resulting in and from commonly held expectations on the appropriate roles of women and men in our society.

Concordia University, in order to fulfill its mission and continue as a leader in the area of equality, must accept to extend the position of Advisor to the Rector on the Status of Women for an initial period of five years. With the necessary authority and support, the Advisor will continue to act as an effective agent for social change and assist in improving conditions for all members of the Concordia community.

APPENDICES

- A. Employment Equity Policy - Concordia University
- B. Gender Distribution of Faculty Members per Department 1986-87
- C. Guidelines for Academic Equity
- D. Issues-Specific Action 1985-87
- E. Organizational Structure 1985-87
- F. Reports from Status of Women Working Groups
- G. Committees and Groups Addressing Status of Women Issues at Concordia
- H. Support

APPROVED BY CONCORDIA UNIVERS
BOARD OF GOVERNORS- Sept. 1981

EMPLOYMENT EQUITY POLICY
CONCORDIA UNIVERSITY

INTRODUCTION

Employment equity can be defined as employment practices designed to eliminate discriminatory barriers that interfere unreasonably with employment options, and to provide access to the fullest opportunity to exercise individual potential.

The University will not under any circumstances permit employment practices and procedures in contravention of the Quebec Charter of Human Rights and Freedoms, 1986 which prohibits discrimination and harassment on the grounds of race, colour, sex, pregnancy, sexual orientation, civil status, age except as provided by law, religion, political convictions, language, ethnic or national origin, social condition, a handicap or the use of any means to palliate a handicap. (ref. Chapter I.1, article 10) The University's Human Resources Department can provide clarification concerning the application of the legislation and policy in any particular circumstances.

The University affirms its commitment to equal opportunity in employment in that all present and potential university employees shall receive equitable treatment and consideration. For present university employees this includes access to preparation and opportunities for transfer, promotion, and advancement within the University. This commitment is consistent with good management practice for long-term planning, effective use of human resource potential, and the recognition of individual merit and achievement.

OBJECTIVES

The objectives of the Employment Equity Policy are:

- To regard individual merit as the prime criterion for the treatment of present university employees and the employment of prospective university employees.
- To ensure that all university employees are encouraged to develop their abilities and aspirations without being subject to discrimination and harassment, and without barriers which may result, however unintentionally, from policies, behaviour, or attitudes.
- To achieve a more heterogeneous distribution and balance (for example with respect to gender and minority groups) in employee complement across ranks, job levels, and employment categories.

IMPLEMENTATION

a) The university will take the following steps to act on its commitment and concern:

- Communicate this policy, and programmes and procedures that will be developed under it, to all university employees.
- Foster and endorse behaviour that advances employment equity;
- Examine and as necessary alter any policies and practices that have the result of unreasonably preventing or limiting the provision of equality in employment in hiring, promotion, remuneration, training, professional development or working conditions;
- Recognize, in addition to educational qualifications, other forms of training and skills gained through experience and a record of accomplishment in other endeavours;
- Monitor university documents and other official communications to ensure that they are free of discriminatory language and sex-role or other stereotyping.

b) While remaining alert and sensitive to the issue of employment equity for all, the University has an immediate and special concern with the role and experience of female employees. Without diluting its commitment to individual merit as the prime criterion, the University will undertake a number of positive initiatives in the short-term to enhance and diversify the participation of women.

These will include:

- identifying and analyzing employment categories and organizational units in which women are significantly over or under-represented and setting of the goals to redress the situation;
- improving development opportunities to assist qualifiable women to compete on equitable terms for available positions;
- seeking out well-qualified women to enlarge the pool of potential candidates for recruitment and promotion into employment levels and categories in which females are currently under-represented;
- the recommendation of the Search Committee will include a report outlining what efforts have been made to attract women candidates and have them considered;
- insuring that all university subcontractors are aware of and adhere to the University Employment Equity Policy.

c) The results of initiatives undertaken pursuant to a) and b) above will be documented and reported to the Rector on a regular basis to measure progress toward approved goals and objectives consistent with the spirit of this Policy.

d) The Vice-Rector, Institutional Relations and Finance is responsible to the Rector for the administration of this policy.

Status of Women Office
Concordia University

September 8, 1986

**GENDER DISTRIBUTION OF FACULTY MEMBERS
PER DEPARTMENT**

1986-87

ARTS AND SCIENCE

Women/Total

| <u>Departments</u> | Full-time | Tenure | Sessional | Tenure-track | Part-time |
|-------------------------------|-----------|--------|-----------|--------------|-----------|
| Applied Social Science | 5/7 | 4/7 | 0/0 | 0/0 | 16/20 |
| Biology | 8/23 | 7/21 | 0/0 | 1/2 | 6/13 |
| Chemistry | 1/19 | 2/20 | 0/0 | 1/8 | 2/10 |
| Classics | 1/3 | 1/3 | 0/3 | 0/3 | 3/6 |
| Communications Studies | 2/17 | 2/12 | 0/1 | 0/5 | 4/24 |
| Economics | 4/30 | 1/20 | 2/2 | 1/5 | 1/15 |
| Education | 9/25 | 6/21 | 0/2 | 2/3 | 27/36 |
| English | 7/31 | 6/31 | 3/6 | 0/0 | 30/52 |
| Etudes françaises | 7/21 | 7/21 | 3/4 | 0/0 | 58/86 |
| Exercise Science | 1/7 | 0/4 | 0/0 | 0/6 | 2/8 |
| Geography | 2/8 | 1/7 | 0/0 | 0/0 | 2/6 |
| Geology | 0/5 | 0/0 | 0/1 | 0/0 | 0/1 |
| History | 3/24 | 3/24 | 0/1 | 0/0 | 1/2 |
| Journalism | 0/3 | 0/2 | 2/2 | 0/1 | 4/14 |
| Library Studies | 2/19 | 0/0 | 0/0 | 0/0 | 17/19 |
| Mathematics | 4/39 | 4/33 | 0/0 | 0/1 | 9/52 |
| Modern Languages & Linguistic | 4/14 | 2/10 | 2/3 | 0/1 | 20/30 |
| Philosophy | 3/19 | 3/19 | 0/0 | 0/0 | 0/1 |
| Physics | 0/13 | 0/13 | 0/0 | 0/0 | 0/2 |

ARTS AND SCIENCE

| <u>Departments</u> | Full-time | Tenure | Sessional | Tenure-track | Part-tim |
|------------------------------|---------------|---------------|--------------|--------------|----------------|
| Political Science | 0/18 | 0/18 | 1/3 | 0/18 | 8/27 |
| Psychology | 10/43 | 9/41 | 3/6 | 2/3 | 15/34 |
| Recreation & Leisure Studies | 1/2 | 0/0 | 0/0 | 0/0 | 2/6 |
| Religion | 2/9 | 1/9 | 0/1 | 0/0 | 3/6 |
| Sociology & Anthropology | 6/26 | 5/25 | 1/1 | 0/0 | 13/23 |
| TESL | 4/11 | 4/11 | 2/12 | 0/0 | 16/18 |
| Theological Studies | 1/6 | 0/0 | 0/0 | 0/0 | 1/14 |
| - - - - - | | | | | |
| TOTAL | 87/452 | 68/372 | 22/47 | 8/57 | 260/525 |
| Percentage | 19.2% | 18.3% | 46.8% | 14.0% | 49.5% |
| 1981-82 | 21.1% | | | | 46.7% |
| 1980-81 | 19.5% | | | | 50.4% |

**GENDER DISTRIBUTION OF FACULTY MEMBERS
PER DEPARTMENT**

1986-87

COMMERCE AND ADMINISTRATION

Women/Total

| <u>Departments</u> | Full-time | Tenure | Sessional | Tenure-track | Part-time |
|--|------------------|---------------|------------------|---------------------|------------------|
| Accountancy | | | | | |
| Decision Sciences and Management and Information Systems | 2/22 | 0/8 | 2/8 | 2/21 | 2/20 |
| Finance | 0/19 | 0/7 | 0/1 | 0/6 | 5/15 |
| Management | 3/24 | 0/13 | 6/7 | 3/7 | 9/31 |
| Marketing | 1/14 | 1/11 | 0/2 | 0/3 | 9/34 |
| ----- | | | | | |
| TOTAL (to date) | 6/79 | 1/39 | 8/18 | 5/37 | 25/100 |
| Percentage | 7.6% | 2.6% | 44.4% | 13.5% | 25% |
| 1981-82 | 5.2% | | | | 14.4% |
| 1980-81 | 6.5% | | | | 12% |

GENDER DISTRIBUTION OF FACULTY MEMBERS
PER DEPARTMENT

1986-87

ENGINEERING AND COMPUTER SCIENCE

Women/Total

| <u>Departments</u> | Full-time | Tenure | Sessional | Tenure-track | Part-time |
|-----------------------------|-----------|--------|-----------|--------------|-----------|
| Dean's Office | 0/0 | 0/0 | 1/1 | 0/0 | 3/12 |
| Centre for Building Studies | 0/12 | 0/7 | 0/13 | 0/2 | 0/1 |
| Civil Engineering | 1/12 | 0/9 | 0/0 | 1/12 | 0/0 |
| Electrical Engineering | 0/26 | 0/18 | 0/0 | 0/4 | 2/12 |
| Mechanical Engineering | 0/22 | 0/17 | 0/0 | 0/5 | 0/6 |
| Computer Science | 0/25 | 0/5 | 0/0 | 0/10 | 5/23 |
| - - - - - | | | | | |
| TOTAL | 1/97 | 0/66 | 1/14 | 1/30 | 10/54 |
| Percentage | 1.0% | 0% | 7.1% | 3.3% | 18.5% |
| 1981-82 | 0% | | | | 11.8% |
| 1980-81 | 0% | | | | 10.3% |

**GENDER DISTRIBUTION OF FACULTY MEMBERS
PER DEPARTMENT**

1986-87

FINE ARTS

Women/Total

| <u>Departments</u> | Full-time | Tenure | Sessional | Tenure-track | Part-tim |
|--------------------------------|--------------|--------------|--------------|--------------|---------------|
| Art History | 4/10 | 4/10 | 1/2 | 0/2 | 8/13 |
| Art Education and Art Therapy | 6/10 | 3/6 | 2/3 | 1/1 | 10/14 |
| Cinema | | | | | |
| Painting and Drawing | 2/11 | 1/9 | 1/1 | 0/0 | 17/32 |
| Sculpture, Ceramics and Fibres | 2/7 | 2/4 | 0/0 | 0/0 | 9/12 |
| Printmaking and Photography | 3/9 | 2/9 | 1/9 | 0/0 | 3/8 |
| Music | 1/10 | 1/10 | 0/0 | 0/0 | 8/27 |
| Theatre Arts | 3/11 | 1/6 | 0/0 | 2/4 | 4/8 |
| Dance | 0/0 | 1/1 | 1/1 | 1/1 | 4/8 |
| Design | 1/1 | 1/1 | 0/0 | 0/0 | 5/9 |
| - - - - - | | | | | |
| TOTAL (to date) | 22/69 | 16/56 | 6/16 | 4/8 | 68/131 |
| Percentage | 31.9% | 28.6% | 37.5% | 50% | 51.9% |
| 1981-82 | 27.8% | | | | 34.5% |
| 1980-81 | 26.6% | | | | 42.1% |

GUIDELINES FOR ACADEMIC EQUITY

Submitted to the
Academic Programmes Committee
by the
Status of Women Working Group on Curriculum

Concordia University
December, 1986

INTRODUCTION

The Status of Women Working Group on Curriculum is a sub-committee of the Concordia University Committee on the Status of Women. As part of its mandate, the working group has been charged with developing policy and programming recommendations which promote academic equity in curricula and in the classroom.

The concept of academic equity includes the absence of bias, especially with respect to the social and cultural activities of the sexes. Lack of academic equity is rarely deliberate, since most teachers and administrators consciously wish to treat all students justly and fairly, yet it does happen. The guidelines presented here reflect the working group's desire to sensitize the university community as a whole, and the Academic Programmes Committee in particular, to the complex and significant problems involved in attaining academic equity. We believe that the adoption of these guidelines will help to ensure academic equity.

The guidelines were prepared by the Working Group on Curriculum in collaboration with Elizabeth Morey, Advisor to the Rector on the Status of Women, in response to a request from the Academic Programmes Committee. We urge the Academic Programmes Committee to adopt them.

DEFINITIONS

The following definitions are provided to facilitate comprehension of this document.

Gender biased (exclusive) curricula conveys the assumption that the contributions, experiences and values of one sex (usually men) are more important than those of women. It may be inherent, for example, in classroom behaviour, programme curricula, and/or published material.

Gender balanced (inclusive) curricula is curricula which focuses equally on the contributions, values and perspectives of women and men.

Sexist (exclusive) language is language that excludes one sex or gives unequal treatment to women and men. It occurs, for instance, when generic masculine terms like "he" and "man" are used to refer to the whole population.

Linguistic misrepresentation occurs when a generic term is used or implied in a situation dealing with one sex only. For in-

stance, the use of the title "The Romantics" for a course which deals only with male authors is inaccurate and misleading. A more appropriate title in this case would be "Male Romantics".

Communications include written, visual and oral material produced for distribution within the university and to the public.

OBJECTIVES

The overall goal of the Status of Women Committee is equity. This will be achieved in an educational institution when academic and professional curricula, staffing patterns, and institutional policies reflect respect for, as well as consideration of, the needs, contributions, and values of women and men. The specific objective of the Working Group on Curriculum, however, is to **foster the development of gender balanced curricula at Concordia University.**

Generally speaking, a gender-balanced course includes consistent and informed attention to the existence, contributions, and world views of both women and men (Childers 1984: 199). It acknowledges in a positive way that the experiences and cultures of women are equally worthy of study. Such curricula is desirable not only because it broadens students' awareness of both the private and the public world but because it provides a more honest image of reality.

Given that gender-imbalance can also be reflected in teaching behaviour and attitudes, as well as in course materials and university publications, the development of gender-balanced curricula will be more easily achieved if it is supported by the modification of sexist language in all university communications, and by the modification of behaviour which interferes with gender equity in the classroom. As a consequence, our immediate objectives are threefold :

- to ensure that all communications be free of sexist (exclusive) language unless doing so will result in linguistic misrepresentation;
- to increase sensitivity to gender equity issues in the classroom;
- to foster the development of gender-balanced curricula in all departments.

The following guidelines for academic equity have been developed in accordance with these objectives.

GUIDELINES FOR ACADEMIC EQUITY

1. Programme Curricula:

The Academic Programmes Committee can help achieve academic equity in programme curricula by taking the following actions.

- When studying the academic and resource implications of proposals for new programme curricula and for major modifications to existing curricula, pay particular attention to whether or not they include book titles by or about women and whether or not an attempt has been made to adopt a gender balanced perspective — approval should be restricted to those proposals which are gender-balanced.
- When developing policy with regard to all awards based on academic achievement, recommend policy which will assist and encourage faculty members and/or departments that already use course material which does not ignore or deprecate women or use sexist language.
- When studying the operation of existing programme curricula, assist and encourage faculty members and/or departments that want to develop courses on women or to redress the gender balance in courses already being taught.
- Encourage all departments to adopt gender-balanced curricula. This could be achieved by distributing the SSHRCC booklet "On the Treatment of the Sexes in Research" to all faculty members; making a bibliography on the subject of gender-balanced curricula available to all departments; jointly sponsoring a seminar(s) on the issue with the Committee on the Status of Women and encouraging all faculty to attend; and by asking departments to add a question to the class evaluation regarding the extent to which the instructor teaches a balanced curriculum.
- When studying the operation of existing programme curricula to ensure their coordination, ask the Chair of each department to submit a report outlining the initiatives which have been taken or will be taken in her/his department toward balancing the curriculum.
- Inform all departments that Concordia employs a Women's Studies Librarian who is familiar with the new scholarship on women and encourage all faculty members to use this resource.

- As a first step toward the actual integration of gender-balanced curricula in all courses, initiate a project to develop materials to help faculty balance the curriculum in introductory and survey courses in conjunction with the Concordia Committee on the Status of Women, the Simone de Beauvoir Institute, and the faculty committees which address women's issues.

2. Communications:

Given that sexist language and linguistic misrepresentation lead to omissions, blind spots and biases which distort reality, we urge the Academic Programmes Committee to promote overall academic equity in all university communications by taking the following actions.

- Recommend to Senate that all communications produced by the university be free of exclusive language and linguistic misrepresentation.
- Ensure that the exclusive language in the Undergraduate calendar, in particular, be modified to avoid linguistic bias and linguistic misrepresentation before its next publication date; and review it regularly. (A list of examples with suggested changes has already been forwarded to the Academic Programmes Committee.)
- Actively encourage department chairs to scrutinize and regularly review their own publications and course guidelines for exclusive language use and advise them to eliminate any which exists.
- Distribute the CACSW booklet "Guidelines to Non-Sexist Writing" to all faculty members and recommend that they, or similar guidelines, be adopted.

3. Classroom:

Much discriminatory behaviour towards women in the classroom is unintentional, since most teachers consciously wish to treat all students justly and fairly. Faculty, however, have the power to control many events and interactions in their classrooms, and in doing so they transmit not only objective information but also attitudes and emotions. In this process, teachers who tacitly or overtly devalue women can diminish their confidence and enthusiasm for learning and create long-lasting impediments to the genuine academic, professional and personal growth of all students (CSUN n.d.:2).

Given that even small acts of discrimination can be significant because they are part of a pervasive and cumulative pattern of social inequity, we urge the Academic Programmes Committee to promote gender equity in the classroom by taking the following actions.

- Develop and implement mechanisms which :
 - Encourage faculty members to avoid "humour" or gratuitous remarks that demean or belittle women or men;
 - Encourage faculty members to avoid sexist language and linguistic misrepresentation in the classroom;
 - Encourage faculty members to monitor their behaviour toward women and men in the classroom. Do they give more time to men than to women students? Are they more attentive to questions, observations and responses made by men? The avoidance of such behaviour will improve their teaching skills. (The Learning Development Office provides help in this area and faculty should be encouraged to take advantage of it).
- Actively encourage all departments to add a question concerning discriminatory behaviour in the classroom to their teaching evaluations.
- Distribute the CSUN pamphlet "Avoiding Sexual Discrimination in the Classroom" to all faculty members.

Submitted by the Status of Women
Working Group on Curriculum
December, 1986

REFERENCES

- CACSW
1984 GUIDELINES FOR NON-SEXIST WRITING. The Communications Division of the Canadian Advisory Council on the Status of Women. Ottawa, Canada.
- CSUN
n.d. AVOIDING SEXUAL DISCRIMINATION IN THE CLASSROOM.
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- Lapointe, Jeanne and Margrit Eichler
1985 ON THE TREATMENT OF THE SEXES IN RESEARCH. Ottawa: The Social Sciences and Humanities Research Council of Canada (SSHRC).
- Childers, Mary
1984 "Working Definitions and Guidelines: A Balanced Course." Pp. 199-200 in TOWARD A BALANCED CURRICULUM, Spanier et al (ed). Massachusetts: Schenkman Publishing Company, Inc.

APPENDIX D - ISSUES

Specific Action 1985-87

A. The University as Employer

EMPLOYMENT EQUITY

- * - Status of Women Working Group
- * - Employment equity policy developed by Working Group approved by Board of Governors, September 1986 (attached - A)
- Vice-Rector M. Cohen appointed responsible for implementation
- * - Educational programme initiated with L. Dulude, President NAC address to women's network and Rector, Vice-Rectors and Director of Human Resources, April 1987
- * - Funding of employment equity officer received from Québec Ministère de l'Enseignement supérieur et de la Science, May 1987
- * - Preliminary analysis of gender distribution among faculty (attached)

PROMOTION AND RECRUITMENT

- Faculty and CUFA Status of Women Committees addressing issue
- Priority on hiring of women by certain departments
- * - Analysis of gender distribution of faculty members
- * - Hiring manual being developed with assistance of Challenge '87 grant
- Hiring and promotion of women evident in certain areas (i.e. Faculty of Commerce)

PROFESSIONAL DEVELOPMENT

- * - Status of Women Working Group bibliography and recommendations
- * - Women's network initiated
- Study leave by CUNASA, May 1987

- * - Women in management seminars being developed in conjunction with Human Resources and Y des femmes
- * - Women in Organizations - CHRCs course
 - CUPFA founded
 - Analysis of issues by CUPFA and Vice-Rector Cohen
- PART-TIME EMPLOYMENT
- BENEFITS
 - Parental leave for staff negotiated by CUNASA, January 1986 (Similar policy came into effect for CUFA members in 1984).

B. The University as Educator

- LIAISON AND ADMISSIONS
 - Liaison Department special efforts in addressing needs of mature women and female students entering non-traditional areas
 - * - Guides for self-study on gender equality provided to Admissions
 - * - Guidelines on non-sexist counselling made available to Guidance Services and Liaison (for distribution to high school counsellors)
- CURRICULUM
 - * - Status of Women Working Group addressing issue of gender imbalance in curriculum and teaching methods
 - * - Guidelines for Academic Equity submitted to Academic Programmes Committee approved and transmitted to faculties for implementation
 - * - Video on the effects of discrimination in the classroom being developed with Challenge '87 grant
 - * - Questions on discrimination in classroom for course evaluation being distributed to LDO and departments

- * - Article on the climate for women as well as course-specific information on women distributed
- * - Article on gender issues in the classroom printed in LDO Newsletter and Link
- Faculty Status of Women Committees addressing curriculum issues
- Fineline addresses issue of inclusion of women and a feminist perspective in Sociology/Anthropology Department curriculum.

RESEARCH

- * - Women in Graduate Studies (WIGS) addressing gender question related to research
- * - Distribution of information on research grants available for women

WOMEN'S STUDIES

- Simone de Beauvoir Institute's co-curricular activities provide important support to women's studies programme
- Efforts to provide graduate programme in Women's Studies

C. The University as a Community

LANGUAGE

- * - Language in graduate and undergraduate calendars reviewed and corrected
- * - CUFA contract first in Québec to be written in inclusive language (reviewed by Advisor)
- * - Vice-Rector Services requests all areas to update printed documents to assure elimination of exclusive language
- * - Guidelines on inclusive language in general distribution
- Translation Services ensure use of inclusive language
- all job posting gender inclusive
- * - Course titles and descriptions being updated
- * - Course evaluations reviewed and corrected

- Campus Ministry liturgy gender inclusive
 - Use of "chair" in all departments
 - All CUSA documents now in inclusive language.
- ROLE MODELS**
- * - Resource booklet on expertise of women at Concordia being developed
 - * - Nominations of women for honorary doctorates and external members of Board of Governors
- CLIMATE**
- Increased women's activities by CUSA, WSSA, Women's Collective, Fineline, etc.
 - * - Engineering and Computer Science Graduate Association amend constitution to reject activities in violation of spirit of Québec Charter of Human Rights and request from Dean a Status of Women Committee in Engineering
 - * - Vice-Rector Services requests all areas to remove sexist/racist posters, etc.
- SERVICES**
- | | |
|------------------------|---|
| Athletics | <ul style="list-style-type: none"> - Increase in professional female staff - Priority placed on women's recreation, fitness and athletics - Resource library on women and sport |
| Campus Ministry | <ul style="list-style-type: none"> * - National conference on women and university sports administration - Analysis of needs and development of fitness for mature women employees - Internships available for women |
| Daycare | <ul style="list-style-type: none"> - Female chaplains available * - Sexual harassment contacts - Programmes on women and religion * - Space reserved and funding received for Loyola daycare |

| | |
|------------------------|---|
| Dean of Students | <ul style="list-style-type: none"> - Liaison person on women's issues appointed * - Sexual harassment contacts |
| Disabled | <ul style="list-style-type: none"> * - Information session on sexual harassment - Resources specific to disabled women available |
| Financial Aid | <ul style="list-style-type: none"> * - Conference "Women on Welfare - Financial Aid Programme to Single Parents", May 1987 * - Self-study guide on gender issues provided to Financial Aid Office * - Information dissemination on scholarships for women students |
| Guidance | <ul style="list-style-type: none"> * - Training on sexual harassment * - Self-study guide and guidelines for non-sexist counselling provided - Guidance counsellor available at Simone de Beauvoir Institute - Continuing programmes specific to women's needs - Library resources for women available |
| Health | <ul style="list-style-type: none"> - Increased use of nursing professionals and female doctors - Resources and education on health issues related to women - Development of information package on rape * - Sexual harassment contacts * - Bulimia video developed by Jeunes Volontaires grant |
| International Students | <ul style="list-style-type: none"> * - CIDA Scholarship Programme for African Women * - Initial development of information package for international women students and spouses of international students |

SECURITY

Sexual harassment

- * - Status of Women Working Group
- * - Sexual Harassment Awareness Week at Concordia, January 1987
- * - Information sessions during International Women's Week (1986, 87)
- Videos purchased and widely distributed through A/V Resources
- * - Contact system established with training of initial contacts and counsellors
- * - Information sessions for senior administrators and representatives of various departments and associations
- * - Anonymous reporting system developed
- * - Information distributed generally throughout the University
- * - National conference being organized for November 1987
- * - Information in student handbook

Sexual assault

- * - Training session for security guards being developed
- * - Fact sheet on rape developed by Health Services distributed generally throughout University

Security

- * - Safety map being completed with Challenge '87 funding
- * - Task Force on Safety and Security reviewed issues
- * - Analysis of safety in annexes
- * - Self-defense courses for women available and information sessions provided
- * - Student handbook contains information on safety and security

COMMUNICATIONS AND PUBLICATIONS

- * - Regular articles in Thursday Report on Status of Women activities
- Increased coverage of issues and events affecting women in University and student media

- * - LDO article to all faculty members on gender issues
- * - Link article on gender issues in the classroom
- * - Article on women as international students (CBIE Magazine)
- * - Counselling guidelines
- * - Coordination of CUSA Student Handbook Women's Section (1986).

* Concordia Status of Women Office initiated/involved.

APPENDIX E - ORGANIZATIONAL STRUCTURE
1985-87

A. STRUCTURE (see also Appendix G)

Status of Women Committee appointed by Rector including following representatives:

- Part-time staff - Faye Pennell (transferred to full-time)
- Full-time staff - Diane McPeak
- Part-time faculty - Elsa Scheider
- Full-time faculty - Joya Sen
- Librarian - Gabriella Hochmann (on sabbatical 1986/87)
- Administrator - Doreen Hutton
- CUSA 1985-86 - Véronique Verthuy
1986-87 - Carla Groudis
- GSA - Marla Lowenthal
- Alumni - Myrna Lashley

1986-87 additions:

- Faculty of Commerce
Status of Women Committee - Maureen Stacey
- Faculty of Arts & Science
Status of Women Committee - Mary Brian
- Faculty of Fine Arts
Permanent Review Committee on the Status of Women - Sylvie Panet-Raymond
- Department of Recreation, Fitness and Athletics
Women's Programme - Kathy McDonald
- CUSA Researcher, 1985-86 - Karen Herland
1986-87 - Kathi Duncan, Michelle Coutu

Working groups established in 5 areas (see also Appendix F):

- Curriculum

Barbara Barclay, TESL
Ed Egan, Philosophy
Sharon Hyman, student, Communication Studies
Elizabeth Morey, Advisor on the Status of Women
Catherine Rutherford, student, Liberal Arts
Fran Shaver (Chair), CSAA
Tom Waugh, Cinema
Helen Workman, Avista
Madeleine Yates, (Secretary), Graduate Studies

- Employment Equity

Nancy Doray, Code Administrator, Legal Aid
Danuta Gajewski-Weston, Advertising
Reesa Greenberg, Art History
Ann Kerby (Chair), Dean of Students' Office
Marjorie Mackinnon, Learning Development Office
Elizabeth Morey, Advisor on the Status of Women
Susan O'Reilly, Human Resources
Kathy Perry, Art History
Joya Sen, Management

- Part-time Employment

Working group placed on hold pending analysis by CUPFA and Vice-Rector Institutional Relations and Finance of part-time faculty issues.

- Professional Development

Laila Berger, Human Resources
Marie Berryman, Engineering
Diana Brewer, Library
Carol Foster, Registrar's Office
Shirley Maynes, Office of the Vice-Rector, Services
Diane McPeak (Chair), Public Relations
Anne Pearson, Office of the Vice-Rector, Services

- Sexual Harassment

Pat Hardt, Health Services
Marlis Hubbard, Guidance Services
Doreen Hutton, Human Resources
Erika Justmann, AV Resources
Louise Lussier, Dean of Students' Office
Faye Pennell (Chair), Journalism
Marie-Andrée Robitaille, Art Education & Art Therapy
Catherine Sanderson, Status of Women, Champlain College
Maureen Stacey, Commerce & Administration

- Advisor to the Rector on the Status of Women, member of Rector's Office appointed October 1st, 1985 for 2-year term.
- Part-time researcher provided by CUSA; similar offer by CUFA never materialized.
- Progressive Productions Jeunes Volontaires project sponsored, November 1986
- 2 Challenge '87 projects awarded - Summer 1987 - Marilyn Burgess
Leah Carlin
Christine Létourneau
Miriam Stanford

B. RELATIONSHIPS / LIAISON

- Status of Women Office is committed to cooperation with and the offer of support to internal and external groups and individuals acting on issues related to women. Such relationships include:

- Internal (see also Appendix G)

Advisor to senior administrators, departments, associations and individuals
ASCRGM
Coalition for the Integration of Lesbian Studies
Concordia Women's Collective
CUFA
CUNASA
CUSA
Dean of Students' Office
Finelines (Sociology and Anthropology)
Fitness, Recreation and Athletics
Garderie Concordia
GSA
Ombuds. Office
Simone de Beauvoir Institute
Status of Women Committees in Fine Arts, Arts and Science, Commerce and Administration, Graduate Studies
Women's Centre Steering Committee
WSSA

- External

Action Safety Skills for Women
CACUSS
CBC
CBIE
Centre maghrébin de recherche et d'information
CUPE
Hysterical Women
McGill University
NAC
N.F.B. Studio D
Université de Montréal
Université de Sherbrooke
University of Ottawa
University of Western Ontario
Y des femmes

- Funding:

Budget for the Office is provided by the Rector, but additional financial support and assistance for activities of the Office on the Status of Women has been received from:

CUSA

CUNASA

Faculties of Arts & Science, Fine Arts, Commerce and Administration, Engineering and Computer Science

Graduate Studies

Dean of Students

Guidance Services

Employment Canada

Bélanger, Legault Designers Ltée.

C. PROGRAMMING

- Coordination of International Women's Week Activities, March 1987
- Co-sponsorship with NFB Studio of film programmes
- Funding, support and referral of specific projects on women's issues
- Individual counselling and referral
- Resource development and dissemination of information on request
- Co-sponsorship of meeting and events with outside groups

APPENDIX F

Reports from Status of Women Working Groups:

Curriculum

Employment Equity

Professional Development

Sexual Harassment

STATUS OF WOMEN COMMITTEE - Working Group

On Curriculum

Members: Barbara Barclay, T.E.S.L.
Gail Dalgleish, T.E.S.L.
Edmund Egan, Philosophy
Sharon Hyman, Communication Studies
Elizabeth Morey, Status of Women
Catherine Rutherford, Liberal Arts
Fran Shaver (Chair), CSAA
Tom Waugh, Fine Arts
Helen Workman, AVISTA
Madeleine Yates (Sec.), Graduate Studies

The Status of Women Committee - Working Group on Curriculum recommends that the Office of the Advisor to the Rector on The Status of Women be maintained.

This Committee has over the past year begun the work on a number of issues which need to be addressed in the area of curriculum. To date we have analysed the available course guides in the Faculty of Arts and Science with a view to eliminating exclusive language. We have worked on the article "A Chilly Classroom Climate for Women". We have met with the Director of the Learning Development Centre and have obtained their agreement to include a question on their course evaluation on the subject of Sexism in the Classroom. This question or questions are still being redesigned, but it is expected that they would be ready for the fall. We have made preliminary plans for the organization of a workshop on "Education for Women's Development" in conjunction with a number of other agencies both within and outside the University. This is scheduled for the fall of 1987. The major job which this Committee undertook last year was the preparation of "Guidelines for Academic Equity" which was completed and submitted to the Academic Programmes Committee last December.*

We feel that the work has only just been started in many areas, a great deal of which implies follow-up or the need for a monitoring office. We must not lose the momentum gained by the existence of the Office of the Advisor to the Rector here at Concordia along with the prestige which Concordia now enjoys as a leader in this area.

This Committee needs to be permanent. We feel that although the Simone de Beauvoir Institute develops new programmes in the area of Women's Studies it can't be expected to monitor other programs in all the faculties to ensure that they achieve a gender balanced curriculum therefore a Status of Women's Working Group on Curriculum should be on-going.

Finally, although it might seem costly to maintain the Office of Advisor in times of economic constraints we feel that what the University gains in prestige and leadership in this field would offset any monetary considerations.

* Copy enclosed, see Appendix B

Report of Employment Equity Working Group of the STATUS OF WOMEN COMMITTEE

April 16, 1987

The EMPLOYMENT EQUITY WORKING GROUP, one of 5 working committees of the Status of Women Committee, began in March 1986.

COMPOSITION OF EMPLOYMENT EQUITY WORKING GROUP:

| | |
|------------------------|-------------------------------------|
| Nancy Doray | Code Administrator - Legal Services |
| Danuta Gajewski-Weston | Advertising Department |
| Reesa Greenberg | Faculty of Fine Arts |
| Ann Kerby, Chair | Dean of Students Office |
| Marjorie McKinnon | Learning Development Office |
| Susan O'Reilly | Human Resources Department |
| Kathleen Ferry | Faculty of Fine Arts |
| Joya Sen | Faculty of Commerce |
| | |
| Laila Dhanani | Simone de Beauvoir Institute |
| Vickie Lavigne | resigned June 1986 |
| Gwen Newsham | Centre for Co-op Education |
| | resigned June 1986 |
| | Faculty of Art & Science |
| | resigned April 1986 |
| | |
| Elizabeth Morey | Status of Women Advisor |

MEETINGS

The Employment Equity working group met as a whole 11 times between March 1986 and May 1987, with not less than 12 additional meetings between individual members of the group, and numerous external meetings and consultations.

GOALS OF THE EMPLOYMENT EQUITY WORKING GROUP

To investigate and recommend on the working conditions of women at Concordia. More specifically, to review issues of employment, pay equity, composition of committees, hiring procedures, and statistics towards the goal of appropriate gender balance.

POLICY

The committee was successful in having its proposal on Employment Equity approved at the September 1986 meeting of the Board of Governors (see attached).

ROLE OF GOVERNMENT / IMPLEMENTATION OF POLICY

Once the Employment Equity Policy was approved by the Board of Governors, the committee addressed the problem of implementation of this policy and what recommendations could be made to the Vice Rector Institutional Relations and Finance.

To do so it was necessary to investigate what role both the Federal and Provincial governments had to play in the implementation of employment equity policies; what position the university held within the provincial and federal jurisdictions; what services and funds were available from either the Federal and/or Provincial governments to assist the university in implementing our policy, and what resources were available within the university.

The consensus of opinion is that Concordia does not fall, at present, within the jurisdiction of the Federal Employment Equity Bill C-62. It can, however, fall within the Affirmative Action Regulations of the Province of Quebec should Concordia choose to initiate an employment equity program.

In light of these Quebec Affirmative Action Regulations, Minister Claude Ryan recently announced an AFFIRMATIVE ACTION PROGRAM FOR WOMEN IN QUEBEC COLLEGES AND UNIVERSITIES. E. Morey and N. Doray represented the Rector at the Minister's meeting. (Press Release attached.)

The committee decided to pursue the government programs for funding and consultations rather than recommend engaging a private consulting firm.

E. Morey met with Ginette Legault of the Ministere de l'enseignement superieur et de la Science. It appears Concordia has a high probability of receiving funds from this provincial program to support at least the initial stages of implementing employment equity for women.

An application for funding has been prepared by the Advisor to the Rector on the Status of Women and we are awaiting the decision of the Ministry.

PROCEDURE

The Employment Equity group proceeded towards their goal by reviewing the Concordia Status of Women Report "WEAVING THE FABRIC OF THE FUTURE" (1982) noting those recommendations to be further considered in a policy proposal on employment equity. We decided to exclude from consideration those recommendations made in the Status of Women Report which

- a) had already been acted upon;
- b) would be addressed by one of the other Working Groups (e.g. Child Care, Curriculum, Sexual Harassment and Part-time Employment); and
- c) fall under the auspices of the collective agreement negotiations;

DOCUMENTS*

Documents reviewed & researched in the course of updating the committee on current changes in legislation, policies and procedures, statistical data, etc. included:

- A) CUFA CONTRACT
- B) CONCORDIA LIBRARY CONTRACTS: NSGW and VANIER
- C) CAUT POLICY STATEMENT OF POSITIVE ACTION TO IMPROVE THE STATUS OF WOMEN IN CANADIAN UNIVERSITIES
- D) CONCORDIA UNIVERSITY POLICIES AND PROCEDURES MANUALS
- E) CONCORDIA STATUS OF WOMEN REPORT "WEAVING THE FABRIC OF THE FUTURE" (1982)
- F) EMPLOYMENT EQUITY POLICIES OF OTHER UNIVERSITIES
- G) BILL C-62, CANADIAN EMPLOYMENT EQUITY ACT.
- H) EQUALITY IN EMPLOYMENT, A ROYAL COMMISSION REPORT, Judge Rosalie Abella, Commissioner
- I) CANADIAN CHARTER ON HUMAN RIGHTS
- J) QUEBEC CHARTER ON HUMAN RIGHTS
- K) QUEBEC REGULATIONS RESPECTING AFFIRMATIVE ACTION
- L) CONCORDIA STATUS OF WOMEN REPORT (1985-1986)
- M) Report to CREPUQ on the legal position of Quebec universities with respect to Bill C-62.
- N) AUCC Minutes of December 22, 1986 re: Federal Contractors Program.
- O) AUCC correspondence of October 30, 1986 between AUCC and University Executive Heads re: Federal Employment Equity Program.
- P) Statistical data on male-female representation by faculty, and staff, part-time vs full-time as supplied by Human Resources and individual faculties.

MEETINGS WITH EXTERNAL CONSULTANTS, ETC.

Information Meeting between Employment Equity Working Group and
Jacinthe Brunet, Affirmative Action Consulting Services,
Employment and Immigration Canada (September 4, 1986)

Meeting with Denis Belanger, Conseiller, Direction des Programmes
d'accès à l'égalité, La commission des droits de la personne du
Québec (February 13, 1987, N. Doray & E. Morey)

Announcement & Information Meeting by Minister Claude Ryan on the
Provincial Affirmative Action Program in Education (March 1987,
N. Doray & E. Morey)

Meeting with Ginette Legault, Co-ordinator of Employment Equity
Program, Ministère de l'enseignement supérieur et de la science
(April 3, 1987, E. Morey)

Meeting with Hay Associates - Toronto (November 1986) re:
proposal to Canadian Universities regarding Employment Equity.
(S. O'Reilly)

Meetings with Maurice Cohen, Vice Rector Institution Relations
and Finance, Concordia University

FOLLOW-UP TO THE WORKING GROUP

The committee endorsed a recommendation to Vice Rector Cohen to
strike a new, expanded Employment Equity committee, to ensure
support and appropriate initiatives towards implementation of
employment equity at Concordia.

STATUS OF WOMEN COMMITTEE

Working Group on Sexual Harassment

Year-end Report, May 1987

Members: Pat Hardt, Health Services
Marlis Hubbard, Guidance Services
Doreen Hutton, Human Resources
Ericka Justmann, Visual Media Resources
Louise Lussier, Dean of Students' Office
Faye Pennell, Journalism
Marie-André Robitaille, Art Education & Art Therapy
Catherine Sanderson, Champlain College
Maureen Stacey, Commerce & Administration

Our working group focussed on three main areas of concern: establishing support systems, education and policy review. Most of our work to date has involved establishing support systems and education. The bulk of the work on policy review has yet to be done and will be undertaken by a special committee (yet to be determined) for this purpose alone. As well, Concordia will be hosting the next National Conference on Sexual Harassment, which some members of our working group will be organizing over the summer months.

SUPPORT SYSTEMS

At the very outset, we recognized the definite lack of known support for victims of sexual harassment. It was decided that contact persons, representing all areas of the university community, be appointed. These individuals received training in counselling victims of sexual harassment and in processing complaints through formal and/or informal channels. Please see attached DOC I.

EDUCATION

Having established a series of contact persons willing/able to deal with complaints of sexual harassment, we recognized the need to inform the university community of how sexual harassment is defined and how Concordia deals with complaints of this nature. Thus, a sexual harassment awareness week was organized and took place January 26-30. The week essentially involved airing the video "Breaking the Trust: Sexual Harassment on Campus" and organized discussion groups following the viewing. Please see attached DOC II.

As well, separate sessions for faculty and staff were held. CUNASA organized a session with "Groupe d'aide et d'information sur le harcèlement sexuel au travail". Two sessions for faculty were conducted by Louise Tamblyn, Sexual Harassment Advisor, University of Western Ontario.

Finally, a flyer about sexual harassment was produced and distributed throughout Concordia during Sexual Harassment Awareness Week. There were also articles and editorials in the Concordian, The Link, the Thursday Report and La Presse during the same time period. Please see attached DOC III.

POLICY REVIEW

Having been through the educational process, complaints started coming in, unlike previous years. One such complaint was formal and is presently being processed through formal channels. We recognize that appropriate channels and policies for dealing with formal complaints of sexual harassment are sadly lacking. To date, Vice-Rector Cohen has been appointed responsible for dealing with formal complaints of sexual harassment. It is now necessary to appoint a committee to review the inadequate university policies regarding sexual harassment and rework them.

CONCLUSION

Over the past year our working group has been breaking ground at Concordia with regard to the problem of sexual harassment on campus. We clearly have a lot more work to do if sexual harassment is to become a thing of the past at Concordia. The education process alone has just begun and we recognize that it will be a long while yet before the word is really out that Concordia University will not tolerate sexual harassment of any kind whatsoever.

In addition, the University policies on dealing with this problem need to be reworked. Our group recognizes that this task involves a difficult and lengthy process. We will be looking to the support and participation of all facets of the University in order to achieve sound and fair policies.

APPENDIX G - COMMITTEES AND GROUPS ADDRESSING STATUS OF WOMEN ISSUES AT CONCORDIA

1. CONCORDIA COMMITTEE ON THE STATUS OF WOMEN, INCLUDING THE FOLLOWING FIVE WORKING GROUPS:

a) Employment Equity

The Employment Equity Working Group, active since March 1986, is made up of twelve members from various faculties and departments within Concordia. The group's goal for the year was to investigate and make recommendations on the working conditions of women at Concordia. Specifically, they reviewed issues of employment, pay equity, the composition of committees, hiring procedures and statistics. They were successful in having their proposal on Employment Equity approved at the September 1986 meeting of the Board of Governors (see Appendix A). Steps toward implementing this policy have been taken recently with the approval of an application for an 'Affirmative Action Program for Women in Québec Colleges and Universities' grant offered by the Québec Government. Vice-Rector M. Cohen has been made responsible of this policy by the Rector.

On an on-going basis, members have reviewed and researched appropriate documents on current changes in legislation, policies, procedures and statistical data. The group has endorsed a recommendation to Vice-Rector Cohen to strike a new and expanded Employment Equity Committee in order to ensure initiatives and support towards the implementation of employment equity at Concordia.

b) Professional Development

The Professional Development Working Group has been active since April 1986. Its mandate has been to investigate and research the problems of professional development inside and outside of Concordia and to develop some general proposals for change in this area. Initially, the committee spent considerable time defining the concept of professional development and decided to focus specifically on Concordia concerns. In addition to drawing up a rationale for professional development and compiling suggestions for changes in existing policies, the committee worked on related activities such as: involvement in a series of workshops offered by CHRCs and the compiling a bibliography of literature available at the Norris Library on Women and Professional Development.

c) Curriculum

Over the past year the Curriculum Working Group addressed a number of issues in the area of curriculum including course content and teaching. They have analyzed the available course guides in the Faculty of Arts and Science to ascertain the gender balance in the courses and to eliminate exclusive language. They have worked with the Director of the Learning Development Office toward the development of a question on sexism in the classroom for course evaluation. The committee has made preliminary plans for the organization of workshops on education for women's development in conjunction with other groups. Its major project was the preparation of "Guidelines for Academic Equity" which was completed, submitted to and approved by the Academic Programmes Committee in December 1986 (see Appendix C).

d) Sexual Harassment

The Sexual Harassment Working Group focused on three main areas of concern: establishing support systems, education, and policy review to be undertaken by an official committee as yet to be determined. The working group will also be assisting in the organization of the National Conference on Sexual Harassment at Concordia in November 1987. A support network of initial contact persons in key areas of the University, including each faculty, and counsellors in Guidance and Health Services has been established and training supplied. A major educational campaign, 'Sexual Harassment Awareness Week' was successful in having the issue seriously looked at by all members of the community. A flyer developed for this week was distributed to all departments with information on contacts and procedures. The University must re-affirm its commitment to the issue by a review of policies and procedures and by the establishment of an on-going educational programme. The Sexual Harassment Working Group will continue to assist in all efforts to eradicate sexual harassment from our institution.

e) Part-time Employment

This working group has disbanded pending a review of the status of part-time faculty members presently being undertaken by Vice-Rector M. Cohen and CUPFA. It should be noted that the Committee on the Status of Women assisted CUPFA in its formation by offering support and information.

2. PERMANENT REVIEW COMMITTEE ON THE STATUS OF WOMEN - FACULTY OF FINE ARTS

First established in January 1984, this committee is made up of representatives of full and part-time faculty, undergraduate and graduate students, and professional and support staff. This academic year, its most prominent area of concern has been curriculum development: the inclusion of new courses with feminist content; the assessment and use of non-sexist and/or gender balanced language and terminology; and programming specifically oriented toward women in Fine Arts. The committee actively supported the "Women and the Fine Arts" minor which appears for the first time in the 1987-88 academic calendar. The committee's most recent event, a panel discussion held in March 1987, was titled "Beauty and the Beast: Art and Politics". Previous events organized by the committee include: "Women in the Performing Arts", an afternoon of discussion and performance; a panel discussion on the "Elimination of Sexism in the Teaching of Fine Arts"; and an exhibition entitled "Women's Work" held in the VAV Gallery.

3. STATUS OF WOMEN COMMITTEE - FACULTY OF ARTS AND SCIENCE

Established in the 1986-87 academic year, the early focus of this committee was to identify and assess priorities for action. For three of the five areas of concern, initial research was carried out and a course of short-term action set for the coming year. Priorities: (1) Hiring, promotion and part-time faculty, analyzing information about salary structures at Concordia and elsewhere. Recommendations will be prepared for presentation to Faculty Council next fall. (2) Encouragement of women to go on to graduate studies. A questionnaire is being prepared for all graduating students with a GPA of 3.0 or higher. The purpose is to identify problem areas for women who could do graduate work and to suggest changes. (3) Concerns of support staff are being investigated.

4. STATUS OF WOMEN COMMITTEE - FACULTY OF COMMERCE AND ADMINISTRATION

The Faculty of Commerce and Administration has recently organized a Status of Women Committee. In its preliminary stage, the committee has established several guidelines, themes and projects aimed at staff, faculty and students for the coming year. Throughout the year, the committee plans to submit suggestions and solutions. The outlined potential projects are: (1) Staff: analysis of various innovative ideas such as job sharing and flex-time. (2) Faculty: investigation of the concerns of part-time and sessional professors being female. (3) Students: seminars and guest lecturers from the business community will be invited to speak to all students on the role of women in business. Another area of concern is sexist language in the classroom and textbooks. Student representatives will work on developing projects in this area.

5. WOMEN IN GRADUATE STUDIES

The Women in Graduate Studies Committee is an advisory body set up by the Dean of Graduate Studies to advise on the special needs of the female graduate student body at Concordia. The committee consists of ten people, five graduate students, two faculty members, the Advisor to the Rector on the Status of Women, an administrator from the Graduate Studies office and the Dean of Graduate Studies. The committee is in its preliminary stages, having met but a few times. A breakfast forum for chairs and graduate program directors successfully addressed two key issues - core courses and subtle forms of discrimination.

6. CUFA COMMITTEE ON DISCRIMINATION AND HARASSMENT

In February 1987, CUFA Council approved the formation of a Committee to investigate discrimination and harassment. The committee has held several meetings primarily to prepare questions for the CUFA Council in order to clarify its mandate. To date, it is premature to outline aims, issues and future projects.

7. DEPARTMENT OF FITNESS, RECREATION & ATHLETICS - WOMEN'S PROGRAMME

Concordia has a well diversified women's programme within the Department of Fitness, Recreation and Athletics. The women's programme encompasses varsity sports, intramurals, clubs and basic recreation. On the varsity level there are teams in basketball, hockey, soccer and downhill skiing. Intramural activities include everything from aerobic dance and volleyball to weight training. Among the clubs, rugby is becoming increasingly popular. Concordia's women's programme has a mandate to develop opportunities and improve options to the female student. It is looking to both expand and grow.

8. SIMONE DE BEAUVOIR INSTITUTE

Founded in 1978 to promote the understanding of the historical and contemporary situation of women in society, the Simone de Beauvoir Institute of Concordia University helps women to discover and develop their potential both by its academic base in Women's Studies and by its co-curricular activities. The co-curricular life of the Institute is extremely important, and all members are expected to contribute to the activities. Exciting opportunities are available to organize workshops, colloquia and debates on subjects which interest the members, as well as to collaborate with women's organizations outside the University on research projects and other joint ventures in which members can benefit from the experience of others.

9. WOMEN'S STUDIES STUDENT ASSOCIATION

The Women's Studies Student Association is a forum for students to organize activities around their own needs and interests. These have included film nights, speakers, workshops, week-end retreats and an annual day-long conference where students present their own work. Members of WSSA also participate in the Simone de Beauvoir's council meetings and other committees, assuring student representation in determining curriculum needs, graduate programmes, outreach programmes and departmental newsletter. Thus far, WSSA has several projects planned for next year: WSSA orientation, an international conference on reproductive technology in the fall, International Women's Week and Gynergy Day in March.

10. CONCORDIA WOMEN'S COLLECTIVE

The Women's Collective is open to all female students of Concordia and is concerned with the role of women at Concordia and in society in general. Working against women's oppression on many fronts, the Collective, in close collaboration and/or sponsorship with other women's organizations, is involved in a wide spectrum of activities ranging from consciousness-raising and lobbying to demonstrations and cultural events.

11. CONCORDIA UNIVERSITY STUDENT'S ASSOCIATION

CUSA represents both full-time and part-time undergraduate students. Besides organizing a considerable number of events and activities itself, CUSA ensures student representation on the University decision-making bodies, both those that legislate on academic matters and those concerned with the cultural and social life of the community. There are student members of the Board of Governors, Senate, the various Faculty Councils and the Concordia Council on Student Life. There are over seventy-five member clubs and associations which receive funding from CUSA. CUSA is very concerned with the status of women, and particularly women students at Concordia. They often receive complaints from students about sexist course material and professors who are insensitive to the needs of women. The Association's co-presidents consult the Status of Women Office and other groups/organizations for advice and information on a wide range of subjects, from women in athletics, to dealing with sexual harassment complaints, to drafting their own employment equity policy. CUSA has been instrumental in the planning and developing of a Women's Centre at Concordia this year.

12. FINELINE

Fineline is a feminist group organizing within the Sociology/Anthropology Department at Concordia. It has been in operation for over a year and is CUSA funded. Fineline is concerned with the inclusion of women and a feminist perspective in all aspects of the learning process and environment. This year, Fineline's focus was on consciousness raising and facilitating an atmosphere conducive to the exchange of dialogue between students and faculty. Fineline attended departmental and curriculum meetings, held a weekly discussion group for women, put together an information package for all faculty, organized a Lacolle weekend and networked with other related groups in the University. Its focus next year will be on curriculum change.

13. COALITION FOR THE INTEGRATION OF LESBIAN STUDIES AT CONCORDIA

The Coalition is a student group formed in response to the heterosexism, sexism and discrimination of women in education. It is the group's belief that all students, women and men, would profit from a non-heterosexist education. The Coalition sees as its mandate the integration of lesbian studies into departmental curricula within Concordia, where applicable. The integration will occur through course literature selection, course titles offered, bibliographies, etc... and more directly, through professors lecturing from a lesbian studies perspective, guest lecturers and the encouragement of scholarships in this field. A questionnaire regarding the need for lesbian studies at Concordia was distributed through the Link (03/24/87). In the upcoming year, the Coalition will concentrate on compiling a document for professors, students, department chairs, committees, etc... to serve as an educational tool and a demand for action.

14. ANTI-SEXIST CONSCIOUSNESS-RAISING GROUP FOR MEN

ASCRGM is composed of five men who have met regularly for the past six months. Its prime goal is to provide an environment for men to discuss issues concerning sexism and feminism in their lives. This group also networks with other related groups at Concordia and has contacts with the Office on the Status of Women.

15. S.I.P. SUPPORT GROUP FOR WOMEN IN FEMINIST STUDIES

The Graduate Discussion Group was founded during the Fall session of 1985 following a meeting of Institute fellows and Women's Studies S.I.P. students. In an effort to reduce S.I.P. students' isolation, this group serves as an alternative forum for the exchange of ideas and information specifically related to feminist scholarship. Bi-weekly meetings, held at the Simone de Beauvoir Institute and open to female graduate students in other disciplines as well, provide an opportunity for networking,

academic discussion and inter-student contact on a regular basis.

16. WOMEN'S CENTRE STEERING COMMITTEE

A Steering Committee made up of representatives of various groups on campus came together in the summer 1986 at the initiative of CUSA to begin investigating the possibility of establishing a centralized resource, referral and drop-in centre for women students, staff and faculty. In the summer of 1987, with the offer from CUSA of a Challenge '87 grant, and office space at 2130 Mackay, two staff members began to develop proposals for structure and funding for a Concordia Women's Centre.

APPENDIX H - SUPPORT

Letters of support for the extension of the mandate of the Office on the Status of Women have been received from the following:

CUSA

Suzanne Belson, Ombudsperson

Mary Brian, Department of Mathematics, Co-coordinator for the Status of Women Committee, Faculty of Arts and Science

The Concordia Women's Collective

Irene Devine, Associate Dean, Faculty of Commerce and Administration

Employment Equity Working Group

William Gilsdorf, Department of Communication Studies, Co-ordinator of the Status of Women Committee, Faculty of Arts and Science

Arpi Hamalian, Principal, Simone de Beauvoir Institute

Pat Hardt, Acting Director, Health Services

Debbie MacAskill, Director, Residence

Robert Parker, Dean, Faculty of Fine Arts

Faye Pennell, Coordinator, Working Group on Sexual Harassment

Kathleen Perry, Permanent Review Committee on the Status of Women, Faculty of Fine Arts

Women's Studies Student Association

Tom Waugh, Department of Cinema

Kathy McDonald, Director, Women's Programme, Department of Fitness, Recreation and Athletics

Nick Boulieris, student, Founder of Anti-Sexist Consciousness Raising Group for Men (ASCRGM)

Copies of all letters are available at the Office on the Status of Women.